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ABSTRACT

A study surveyed two groups in the fall of 1994, journalism educators and newspaper editors. Educators completed a survey regarding the course content and skill areas emphasized in beginning level copy editing courses, while editors were asked to respond to questions regarding the skills they expect entry-level copy editors to have. Respondents included 164 newspaper editors and 160 educators. As expected, editors and educators appeared to agree that working with words is the most important skill that entry-level copy editors should have. In particular, grammar, spelling and punctuation were ranked first in importance among the 26 skill areas listed. In the anecdotal sections of the survey both editors and educators complained about students' language skills: "The most frustrating aspects I've noticed of the new copy editors I've hired are the deficiencies in spelling and basic grammar skills," one editor wrote. "I always make sure the person I hire knows the difference between its and it's--and that can greatly limit my choices." Most educators and editors ranked technology relatively low on the scale of important skills, though editors ranked it somewhat more highly than educators. Areas that editors ranked more highly than educators were: (1) working with wire copy; (2) writing cutlines; (3) editing specific sections; (4) knowing newsroom procedures and organization; (5) understanding the mechanics of computer editing; (6) working with software graphics; (7) understanding numbers; (8) having general knowledge; (9) editing computer photos; (10) and knowing how to use color. (Includes nine notes and five tables of data.) (TB)

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Preparing Students to Work on Newspaper Copy Desks: Are educators meeting editors' expectations?

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BEST COPY AVAILABLE

Copy desk chiefs and educators should unite to face challenges of the 1990s' rim

This study compares editors' ratings of crucial skills required of entry-level copy editors with educators' ratings. Both groups are frustrated with graduates' language skills, which they rate highest in importance. Editors value 10 skill areas more than do educators — a reflection of the overloaded copy desk.

Introduction

"I need a copy editor who knows the difference between it's and its," the copy desk chief told the journalism instructor.

"And one who can write dynamite headlines! Oh yeah, and paginate. Is that too much to ask?"

Editors may not think so. After all, copy desk work is demanding in the 1990s and editors expect educators to keep up. Copy desk work has been transformed since the 1970s with the introduction of the video display terminal, and 10 years later, with computer pagination. That increased the amount of time editors needed to spend on page assembly by an average of 15 minutes per page.[1] In the 1990s, copy editors are doing much more than working with words.

Numerous research studies and trade publication articles have looked at the effect technological change has had on copy editors' jobs and attitudes.[2] Industry-based studies have been critical of journalism schools and have suggested areas that educators should emphasize. But none of these studies have explored specifically how copy editing instructors should respond to these changes — or indeed how they have responded to the changes.

This study asks editors to rate the skills and attributes they expect entry-level copy editors to know and compares them with educators' ratings of the same skills now taught in basic copy editing courses in journalism curricula nationwide. This comparison is important for educators and editors alike. Editors need to know what skills are being taught in journalism schools and the constraints faced by educators just as much as educators need to know which skills editors value in entry-level hires.

It is hoped that this comparative study will improve understanding between editors and educators and help both find a solution to the overloaded copy desk — and the overloaded editing course.

Background

Most industry-sponsored and academic research studies are broad-based, lacking specific techniques for teaching copy editing. Some studies do, however, provide guidelines. Arwood found that editors and educators agreed good writing and critical thinking skills were the most important for students to learn. But editors in the study were more skeptical than educators about the teaching of technological advancements, saying they didn't believe schools had the resources to keep up with changes.[3]

Two industry-based studies, one sponsored by the Associated Press Managing Editors Association (1993) and another by the American Society of Newspaper Editors (1990), found that analytical thinking, presentation of information and writing skills were among the most important areas mentioned by editors.[4] Yet the ASNE study also stated that recent journalism graduates got "low marks" on these qualities from the editors who hired them. Another industry-sponsored report, this one by The Freedom Forum, stated, "Although these college graduates enter the work force with a professional self-image and high ambition, they are hardly fully trained for the craft aspects of journalism."[5] The report focused on the need to train and re-train working journalists to deal with the increasing demands of their jobs.

Editors appear to be split on whether learning new technology and computer skills are important. Desktop publishing ranked eighth out of 11 on the APME list, but in the ASNE study, 37 percent of respondents said hands-on experience with a computer was very or somewhat important. And Russial found in a content analysis of advertisements in *Editor & Publisher* that 31.6 percent of the ads in 1993 required pagination experience, up from 9.6 in 1987.[6] Other skills Russial noted can be found in the ads include design, copy editing and desktop publishing.

Methodology

This study surveyed two groups in the fall of 1994: Journalism educators and newspaper editors. Educators completed a survey regarding the course content and skill areas emphasized in beginning level copy editing courses.

Editors were asked to respond to questions regarding the same skills they expect entry-level copy editors to have.

Questionnaires were mailed to administrators at 439 schools listed in the 1993-94 Association for Education in Journalism and Mass Communication Directory, including non-members as well as members of the Association of Schools of Journalism and Mass Communication. Administrators were asked to pass the survey along to the individual who taught the primary or beginning level editing course.

Surveys were sent to daily and weekly newspaper editors responsible for hiring entry-level copy editors. In order to obtain a representative sample, a sampling technique similar to that used by Weaver and Wilhoit in their study of American journalists was used.[7] The 1994 Editor and Publisher International Year Book was used to compile lists of weekly and daily newspapers in the United States. A table of random numbers was used to select 152 daily newspapers stratified by circulation size, so that about 10 percent of all daily newspapers in each circulation category would be included in the study. For weeklies, the goal was to sample every 100th weekly newspaper for a total of 67 weeklies.[8] The total number of dailies and weeklies sought was 219.

The following circulation categories for dailies were used: Over 500,000, 250,001 to 500,000, 100,001 to 250,000, 50,001 to 100,000, 25,001 to 50,000, and 0 - 25,000.

Survey instruments for editors and educators had two similar questions. Educators were asked for information including the number and types of copy editing courses taught and how much emphasis they put on 26 skill areas listed. Editors were also given the same list of 26 skill areas and asked to indicate how important or crucial each skill was for an entry-level copy editor to know. The 26 skill areas were created based on areas covered by editing textbooks; from various studies, such as the ASNE and APME studies; teacher suggestions; and the authors' own experience as editing instructors and as copy editors. Editors and educators were also given eight major skill areas and asked to rank them. Anecdotal information from both groups was compared.

Results

The results of this study will be presented in both statistical and verbal formats.

Editors

Ninety-three percent of the desired sample size of daily and weekly newspapers was achieved. The total number of respondents was 164 —115 from dailies and 49 from weeklies. They represented 204 daily and weekly newspapers, seven of which were chains that had as many as 22 newspapers. For analysis purposes, each chain was considered to be one respondent because each chain in this study centralized production and its copy desk for all papers in one location. The circulation size of all the papers ranged from 600 to 704,000.

Dailies: The desired number of responses — 10 percent in each circulation category — was achieved from daily newspaper editors in every category except those from small papers with circulations of under 25,000. This lowered the total response rate to 75 percent. Some editors wrote that they were too small to have copy editor positions, so it was assumed that those who responded were most representative of papers with copy-editing positions.

Weeklies: Among weekly newspapers, which also generally tend to have small circulations, there were 49 responses out of the 67 desired, representing 72 newspapers, or 73 percent. The responses were seen as representative of weeklies that were large enough to hire copy editors and accepted as an appropriate sample size for this study.[9] Eighty-four percent of all weeklies in the study had circulations of 50,000 or less.

Just under half (45 percent) of the 118 respondents said that all of their hires in the past two years were journalism majors, while 18 percent said that about half were majors. Only 13 percent said none were journalism majors.

The total number of entry-level copy editors hired during the past two years at the weekly and daily papers in the study was 297. And 71 percent of the respondents had hired at least one entry-level copy editor during the same time period. The average number of entry-level hires was 2.

Over half — 56 percent — said they were not able to find qualified people to fill copy editing positions, and 35 percent said they were able to find qualified people. Eight percent had other responses, such as, "It depends on the time of year."

Educators

A total of 160 educators responded to the questionnaire from the total of 439 in the population, for a 37 percent response rate. It should be noted that the mailing list of institutions from the Association for Education in Journalism and Mass Communication headquarters includes both AEJ member and non-member schools. At least some of the schools on the list may have little or no organized journalism curriculum, which makes it difficult to get surveys to editing teachers. The response rate fairly represents the population of editing instructors because of the difficulty of directly contacting all editing instructors, given limited resources. The most convenient way to reach them was through administrators.

The responses show that every geographic region, including Canada, was represented, as well as public and private schools with large and small enrollments. This was determined from the syllabi received from instructors.

Sixty-three percent (98) of the 155 respondents offer just one primary editing course a year. Thirty-nine percent of the schools that responded offer just one section of that one editing course and 25 percent offer two sections.

Most schools responding offer the primary editing course at the 300 or 400 level. Nearly three-fourths of the schools (110 or 71 percent) offer the course at the higher level. Another 21 percent (33 schools) indicated their primary editing course is at the 100 or 200 level. The remainder, 12 schools, did not indicate the level of the course.

Most schools that offer a primary editing course do not require it of all majors in their programs. Eighty-two schools, or 53 percent, do not. However, 69 schools, or 44.5 percent, do require the editing course to be taken by all majors. (Four did not respond).

Class enrollment limits varied among schools, with 44 schools (29.3 percent) limiting enrollment to 15 or fewer students. Another 69 schools (44.5 percent) limit enrollment to between 16 and 20 students.

Educators report that of those students enrolled in primary editing courses, very few plan careers in newspaper copy editing. Nineteen respondents (15

percent) said they had no students planning copy editing careers. Eighteen (11.6 percent) indicated just one student planning such a career. And 20 (13 percent) said two students wanted to work as newspaper copy editors.

Results were similar when educators were asked the number of studentss that they have found jobs for on newspaper copy desks in the last year. Twenty-eight (18 percent) said they had not found any graduates such jobs. Another 31 educators (20 percent) said they had found one graduate work on a copy desk last year. Nineteen (12 percent) said they found two graduates copy desk employment. A total of 45 (29 percent) did not respond to this question.

In contrast, 68 educators (44 percent) said they had received calls for positions on copy desks they could not fill. Another 76 (49 percent) indicated they had not received such calls.

Most educators indicated they are teaching the primary editing class using computers. A total of 128 (83 percent) said they used computers to teach the course.

Almost one-half of those responding, 68 educators or 44 percent, said they believed their primary editing course prepares students to work on newspaper copy desks. Another 52 educators (33.5 percent) said they did not believe the course prepared students for copy desk work. However, 35 educators (22.6 percent) said they were unsure if their course met this objective.

Educators were asked to indicate how much time they spend on eight major content areas that may be included in the primary editing course. Table 1 indicates each of these areas and the average (mean) percentage of time spent on each.

SEE TABLE 1

Comparing Educators' and Editors' Responses

Educators and editors were provided with identical lists of eight areas of editing skills. Educators were asked to indicate the amount of time they spend on those areas in the primary editing course. Editors were asked to rank these same areas as to their importance for entry-level copy editors. A Mann-Whitney Wilcoxen test was conducted to compare the responses.

SEE TABLE 2

Course Content Versus Skills Desired

In an effort to answer the primary research questions of this study, educators were asked to indicate on a Likert scale from one to five, the importance of 26 possible areas of course content. Similarly, editors were asked, using an identical list of 26 skill areas, what skills were crucial for entry-level copy editors to know. (See Table 5). One-way analysis of variance was conducted to determine the differences. Tables 3 and 4 show the results of the ANOVAs.

SEE TABLES 3, 4 AND 5

Discussion

In general, the differences between educators' and editors' responses were narrow, but those with significant differences were noted.

Editors and educators agree on language skills

Editors and educators in the study appeared to agree that working with words, as expected, is the most important skill area that entry-level copy editors should know. (See Table 2). In particular, grammar, spelling and punctuation were No. 1 in both groups in the list of 26 skill areas (See Table 5).

In the anecdotal sections of both surveys, the editors and educators complained about students' language skills: "The most frustrating aspects I've noticed of the new copy editors I've hired are the deficiencies in spelling and basic grammar skills," one editor said. "I always make sure the person I hire knows the difference between its and it's — and that can greatly limit my choices."

Other editors complained that journalism educators are emphasizing computer skills at the expense of language skills: "More and more copy editors come out of J-school with a strong background in the technology of journalism at the expense of good writing/editing skills," one editor said. "We must never lose sight of the importance of the language itself. Get back to the basics!"

Yet educators are as frustrated as editors about students' basic language skills. Many of the editing instructors said they felt frustrated by the poor skills of those in editing classes: "Misguided experimentation in the public schools has created an entire generation of grammatically and linguistically crippled college students," one educator said. Several said they spent so much time on "remedial English" that they had no time to teach editing: "I spend so much more time on what a run-on sentence is that I couldn't begin to introduce news judgment or story structure," one educator said.

Some suggested adding a basic grammar course for this reason: "Students are so poorly prepared before enrolling in our copy editing course that we aren't able to prepare them professionally," an instructor said.

Several complained that each year, the students' skills seemed to be getting weaker. "I am becoming increasingly frustrated with teaching this course," said an educator with many years of experience. "I feel that I am working harder to accomplish less. I rarely have a student complete the basic editing course who I feel is ready for a newspaper copy editing job."

However, many editors in the study don't seem to realize that educators are equally frustrated. Some of the editors seem to believe that schools are emphasizing computer training, and blame them for students' weak word skills. But educators think students are entering editing classes with weak language skills.

"We want students to know how to use the computers for editing, but we don't expect journalism professors to teach that," an editor said. "We do blame professors if the students can't spell or don't know grammar."

Another editor put it this way: "Journalism schools do not seem successful in emphasizing the elemental importance of language to the business of communicating. Probably not sexy enough."

Despite what editors say, educators are only spending 4.4 percent of their time on computer training. (See Table 1). About 40 percent of their time is spent working with words and on story organization and content.

Technology: Editors send educators a mixed message

Other editors emphasized the importance of technology: "It is important that entry-level copy editors develop Macintosh skills and familiarize themselves with graphics and layout programs such as Quark Xpress," one editor said.

Yet editors and educators ranked learning to use the computer relatively low. However, editors did rank it more highly when the ranks were compared. (See Table 2.)

In a detailed list of 26 skill areas given to both editors and educators, editors ranked mechanics of computer editing 13th while educators ranked it 17th, and the difference in their mean ranks was statistically significant. (See Table 5). Eighty-three percent of educators said they teach editing using computers, however only 60 percent said they actually teach students how to use the computers. Software for layout/pagination also was considered relatively less important when ranked by both groups, despite what they said in their anecdotal comments: Editors ranked it 21st and educators 19th. Computer photo editing was another skill that fell relatively low on the list. Editors rated it more important than did educators when a test comparing the means was conducted.

One educator simply refused to teach computer skills, preferring to focus on language skills. "It is counterproductive to try to teach both skills in the same semester. Today's students have poor intellectual discipline, poor command of English and poor thinking ability...There is precious little time in a semester to work on style, spelling, grammar, brevity, accuracy and headlines without trying to shoehorn in the computer." In this instructor's school, such skills, including design, were taught in an advanced course, not in the basic editing class.

Yet other educators said that because their schools don't require copy editing, computers and design are included in basic editing to attract students to what they otherwise consider a "dry" course.

Significant differences: Comparing editors' and educators' ratings

Editors rated 10 skill areas more highly than did educators. (See Table 4). These were working with wire copy, cutline writing, specific section editing, newsroom procedure and organization, mechanics of computer editing, software for graphics, understanding numbers, general knowledge, computer photo editing, and use of color. (See Table 4). Only two of these areas, cutline writing and general knowledge, fell within the top 10 in the editors' rankings of 26 skill areas.

Editors frequently commented in the anecdotal section of the survey about the importance of general knowledge. Educators may consider it less

important than editors do because students are expected to acquire general knowledge outside journalism in other courses.

Some educators were equally irritated by the lack of general knowledge: "The biggest challenge facing anyone who teaches editing is dealing with the dearth of knowledge students have about current events, American literature, history, art and general knowledge of our heritage and culture. They have a stunning knowledge of pop culture almost to the exclusion of everything else."

Educators had three skill areas they considered more important: AP style, editing for wordiness and clarity, and story organization. (See Table 3). Layout and design was one area that educators ranked more highly than did editors when ranks were compared, even though the differences in the means was not significant. (See Tables 2 and 5). Educators indicated they put 13.4 percent of their time into teaching layout, and that 85 percent of them taught it. This was about the same amount of time they were putting into headline writing and editing for organization and content.

Conclusions

It is important to note that editors and educators do agree on the importance of language skills, accuracy and fact checking, ethics, headline writing and critical thinking. Perhaps editors need to be reminded that these skills are being taught, and understand that a 45-hour semester-long class cannot make up for years of poor language skills of some entering students.

In addition, editors are sending educators the message that there are 10 areas that educators need to emphasize more than they already do. However, with more than 60 percent of the schools offering only one basic editing course, this may be impossible. One of these areas is general knowledge, which could perhaps be integrated into editing curricula without taking up any extra time.

Educators also need to understand the demands of copy desk jobs today, so they can find ways to change their curricula to include the new skills. In fact, the results showed that educators are not entirely clear about the best way to prepare students for the demands of the 1990s, much less the next century. If instructors are trying to teach too many new skills in one course, they may be sacrificing language skills.

Many instructors called for two courses — a basic, word-focused course and an advanced course that covers design and pagination skills. "First, I gave up trying to get all the newsroom stuff except reporting and writing into one course," one professor said. "Second, an increasing number of our students are interested in newspaper design and magazines, and the university has nothing to get them started. Third, any growth in the print aspect of this information age is deeply involved in graphics and design, so for vocation reasons, an additional course seemed appropriate."

But what should educators do if they cannot simply add another course? This study seems to indicate that educators should focus on basic editing skills — word skills, headline and cutline writing — and cut or reduce the time spent on layout and design and software.

The results seem to indicate that copy editing courses are as overloaded and increasingly complex as are copy editing jobs today. This comment made by an instructor, "We need to spend more time on editing!" could have been made by an editor. It may be up to editors to teach computer technology and pagination to new hires.

This study seems to suggest there are enough discrepancies between editors and educators to justify further investigation. Are overloaded editors' expectations too high, considering the inadequate level of skills new college students bring with them to a journalism program? Have frustrated educators pushed their expectations too low? Do they understand the needs of the newsrooms of today and tomorrow? Perhaps more incentives are needed to attract students with the strongest word skills to newspaper copy desks. Perhaps careful screening of entry-level copy editors by copy desk chiefs, as well as additional training on the job in the areas that educators are not able to teach would produce tailor-made new hires. One way or another, working toward a solution must be shared by educators and the industry.

Table 1
Average percent of time spent in primary editing course on specific areas*

(N = 155; 5 missing)

Course Content Area	Average Amount of Time Spent
Working with words (structure, grammar)	26.3%
Story organization/content	13.6%
News judgment, story selection	9.4%
Headline and cutline writing	13.3%
Layout and design	13.4%
Accuracy, objectivity, legal and ethical issues	9.8%
Learning to use the computer	4.4%
Photo sizing and cropping/visual editing	6.4%
Other areas	3.2%

* Totals 99.8 % due to rounding.

Table 2
Comparisons of educators' time spent with editors' importance of skill by rank

Educators: Amount of time spent*	Editors: Importance of skills
1. Working with words (structure, grammar, etc.)	1. Working with words (structure, grammar, etc.)
2. Story organization/content	2. Accuracy, objectivity, legal and ethical issues
3. Headline and cutline writing	3. Story organization/content
4. Layout and design	4. Headline and cutline writing
5. Accuracy, objectivity, legal and ethical issues	5. News judgment, story selection
6. News judgment, story selection	6. Layout and design
7. Photo sizing and cropping/visual editing	7. Learning to use the computer
8. Learning to use the computer	8. Photo sizing and cropping/visual editing

* Data for amount of time spent was transformed on a case-by-case basis into ranks for comparison with editors' ranks.

Table 3
Analysis of Variance
Areas educators rated more important than editors

(Editors' N= 151; 13 missing. Educators' N = 155; 5 missing)

Content area	Educators' mean	Editors' mean	F value	p value
Associated Press Style and usage	4.52	3.94	1.30	.0001
Wordiness, clarity, sentence structure	4.66	4.49	1.30	.02
Story structure, organization, content	4.43	4.21	1.30	.02

Table 4
Analysis of Variance
Areas editors rated more important than educators

(Editors' N= 151; 13 missing. Educators' N = 155; 5 missing)

Content area	Editors' mean	Educators' mean	F value	p value
Working with wire copy	3.12	2.48	1.29	.0001
Cutline writing	3.89	3.26	1.30	.0001
Specific section editing, (e.g. sports)	3.01	1.94	1.30	.0001
Newsroom procedure and organization	3.20	2.50	1.30	.0001
Mechanics of computer editing	3.70	2.93	1.30	.0001
Software for graphics	2.53	2.25	1.29	.05
Understanding numbers	3.70	3.35	1.29	.004
General knowledge	4.31	3.95	1.30	.0003
Computer photo editing	2.53	2.07	1.29	.0007
Use of color	2.66	2.06	1.29	.0001

Table 5
Editors' and educators' rankings of expected knowledge and skill areas by mean rank
1 = not important; 5 = very important
(Editors' N= 151; 13 missing. Educators' N = 155; 5 missing)

	Editors' Means/Ranks		Educators' Means/Ranks	
Grammar, spelling and punctuation	4.87	1	4.81	1
Accuracy and fact-checking	4.64	2	4.64	3
Editing wordiness, clarity and sentence structure	4.49	3	4.66	2
General knowledge	4.31	4	3.95	10
Story structure, organization and content	4.21	5	4.43	5
Ethical concerns	4.17	6	4.04	7
Headline writing	4.16	7	4.06	6
Analytical/critical thinking	4.04	8	4.04	7
Associated Press style and usage	3.94	9	4.52	4
Cutline writing	3.89	10	3.26	15
News judgment and story selection	3.87	11	3.98	9
Legal concerns	3.83	12	3.94	11
Understanding numbers	3.7	13	3.35	14
Mechanics of computer editing	3.7	13	2.93	17
Layout and page design	3.49	15	3.5	12
Photo and art editing and sizing	3.21	16	3.27	13
Newsroom procedure and organization	3.20	17	2.5	21
Working with wire copy	3.12	18	2.48	22
Specific section editing (e.g. Sports)	3.01	19	1.94	26
Coaching/working with reporters	3	20	2.95	16
Software for layout/pagination	2.95	21	2.73	19
Typography	2.88	22	2.82	18
Information graphics/visual editing	2.84	23	2.72	20
Use of color	2.66	24	2.06	25
Software for graphics	2.53	25	2.25	23
Computer photo editing	2.53	25	2.07	24

Notes

[1] John Russial, "Pagination and the newsroom: A question of time. **Newspaper Research Journal,** 15: 91 - 99 (Winter 1994).
[2] See for example: Keith R. Stamm and Doug Underwood, "The Relationship of Job Satisfaction to Newsroom Policy changes," A paper presented at the Association for Education in Journalism and Mass Communication Convention, Montreal, Canada, August 1992.
Gilbert Fowler and John Marlin Shipman, "Pagination and Job Satisfaction in American Newsrooms." A paper presented at the Association for Education in Journalism and Mass Communication Convention, Washington, D.C., August 1989.
Mark Fitzgerald, "Open-Systems Experts Give Practical/Contradictory Advice," **Editor & Publisher**, 126: April 3, 1993, p. 27.
See for example: Betsy B. Cook and Steven R. Banks, "Predictors of Job Burnout in Newspaper Reporters and Copy Editors," **Journalism Quarterly,** 70:1-10, (Spring 1993).
Betsy B. Cook, Steven R. Banks, and Ralph J. Turner, "The Effects of Work Environment on Job Burnout in Newspaper Reporters and Copy Editors," **Newspaper Research Journal,** 14: 123-136, (Summer-Fall, 1993).
Betsy B. Cook, "Those Unhappy Copy Editors: The Need to Study a Changing Role," **Editor & Publisher,** Aug. 22, 1993, p. 48.
[3] John M. Arwood, "What Editors and Educators Say about News-Editorial Education: Toward a Curriculum that Responds to Change." A paper presented at the Association for Education in Journalism and Mass Communication Convention, Kansas City, August 1993.
[4] Jerry Ceppos, "Teach Students to Think Analytically, APME Members Tell Journalism Educators," *APME News*, January/February 1994, p. 3-4. The article was based the APME Journalism Education Committee's 1993 report.
Also see Robert Giles, "Journalism Education: Facing Up to the Challenge of Change," American Society of Newspaper Editors Committee on Education for Journalism Report, April 1990.
[5] "No Train, No Gain: Continuing Training for Newspaper Journalists in the 1990s." A report sponsored by the Freedom Forum based on a survey conducted in 1992.
[6] John Russial, "Beyond the Basics: Mixed Messages about Pagination and Other Skills." A paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Atlanta, Aug. 13, 1994, p. 8.
[7] David H. Weaver and G. Cleveland Wilhoit, **The American Journalist: A Portrait of U.S. News People and Their Work**, 2nd ed., Bloomington, Ind: Indiana University Press, 1991, pp. 220-221. The authors sampled 10 percent of all dailies in each circulation category and every 50th weekly.
[8] This was accepted as a relevant sample size because many weeklies do not hire copy editors because they are run by one or two editors only, as indicated by some of the respondents who returned but did not complete their survey.
[9] A National Newspaper Association official said in an interview (December 1994) that at least half of weekly newspapers are run by one or two owners, and that many of the others do not hire copy editors because staff are expected to do a variety of jobs — reporting and editing.